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ABSTRACT

This guide to the policy-making functions of community colleges' boards of trustees is based on a 3-year operational review conducted by Cambrian College in Sudbury, Ontario (Canada). The guide begins by outlining the purposes and processes of Cambrian's governance self-study. Next, differences among Canadian colleges that affect the role of their boards in policy making are noted, including age, size, and governance structure. The characteristics of five types of boards (i.e., working, administrative, administrative/management, management/policy, and policy boards) are outlined next. A list of the characteristics of effective policy boards is followed by lists of the responsibilities of a policy board for a medium- to large-sized college, and of the processes required for board effectiveness. Quotes that illustrate how academics view policy are followed by statements defining and establishing the purpose of governing policies; e.g., governing policies must be future-oriented and above day-to-day operations and the pressures and crises of the moment. Comments on levels of policy (i.e., mission and values; and governing, executive, and operating policy) are followed by charts illustrating areas of policy making and approaches to policy making on the issues of staff development, expense reimbursement, copyright, and graduation requirements by policy level. Guidelines for the governance of policy development cover the steps of identification of need, formulation, adoption, implementation, and review and evaluation of the policy. Next, a checklist provides a framework for individual trustees to use in analyzing the development, establishment, and review of their Board's governing policies and for staff to use in carrying out their related functions. Concluding comments discuss the related issues of policy making and leadership. Contains 10 references. (KP)

ED 374 860

Workshop Notes

A COLLEGE TRUSTEE'S POLICY-MAKING PRIMER
The Role of a Policy Board in Governing Policy-Making

presented by

Trudy Bolduc, Board Vice-Chair
Glenys Lafrance, Board Secretary/Assistant to the President

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July 18, 1994

The Sixth Annual International Conference on Leadership Development in Community Colleges

Conducted by

The League for Innovation in the Community College
and
The Community College Leadership Program
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BIOGRAPHIES

TRUDY BOLDUC, VICE-CHAIR
BOARD OF GOVERNORS, CAMBRIAN COLLEGE
SUDBURY, ONTARIO

Trudy Bolduc is Vice-Chair of the Board of Governors of Cambrian College. She was recently appointed by the Ontario Minister of Education and Training to be the Council of Governors representative on a provincial steering committee for the implementation of Prior Learning Assessment. She is a native of the Sudbury area, is a strong community supporter, and past president of a Sudbury Ontario Public Service Employees Union. From a Toronto base, she has travelled to and worked in hundreds of communities throughout Ontario as past *Vice-présidente, Commission de révision l'aide social*/Vice Chair, Social Assistance Review Board. Over the years, Ms Bolduc has been active on a number of committees and boards. She has been a member of the Sudbury Theatre Centre Board of Directors, a member of the Ontario Board of Directors and past president of the Algoma-Sudbury District of the Canadian Cancer Society, chair of the Espanola and Manitoulin Housing Authority, first vice president and public affairs chairperson of the Sudbury Business and Professional Women's Club, and a director of the Elizabeth Fry Association. She has academic expertise in Native Studies and extensive work experience within First Nations communities. Ms Bolduc holds a B.A. from Laurentian University and a certificate in Family Mediation for the School of Social Work, University of Toronto.

GLENYS LAFRANCE, CORPORATE SECRETARY TO THE BOARD/
ASSISTANT TO THE PRESIDENT

Glenys Lafrance joined Cambrian College in 1987 as Corporate Secretary to the Board/ Assistant to the President. She holds a recent M.B.A. from Laurentian University; a Professional Certificate in the Management of Lifelong Learning from Harvard's Graduate School of Education; and a Professional Certificate in Governance from Ontario Institute for Studies in Education. She was appointed by the Ontario Minister of Colleges and Universities to the Ministerial Committee reviewing board development for college boards of governors; the committee provided the Minister with recommendations to enhance the effectiveness of boards through orientation and board development. For the past three years, Glenys has been a founding member of ACAATO's Organizing Committee responsible for the orientation of student governors. She has prepared and/or delivered papers on a variety of governance topics. In addition, she is very active in the community and is currently a member of the Town of Rayside-Balfour's Economic Development Committee.

CONTEXT

- This presentation is intended to provide trustees, also referred to as board members in many parts of Canada, with an understanding of the policy-making function as it relates to governance.

- In 1987, Cambrian College began a comprehensive three-year Operational Review process.
- The goal was to conduct a comprehensive, objective and thorough evaluation of the appropriateness and effectiveness of the College's policies and procedures pertaining to governance, management, educational and financial operations.
- The review was conducted in three phases: Phase I focussed on educational operations, Phase II centered on governance as well as the College's human resource management, and Phase III addressed the Finance; Purchasing and Ancillary Operations; and Physical Resources areas.

- As part of the second phase, in 1988, Cambrian's Board conducted an in-depth review of its role through an externally-conducted operational review of governance.
- During the review, the Board was called upon to evaluate its effectiveness:
  - we were asked to respond to the question: "Are we a rubber-stamp board?";
  - during this process, it became evident that a few Board members did not have the same perceptions of what the Board ought to be or ought not to be doing in terms of governing the college;
  - at a subsequent retreat, the appropriateness and degree of delegating authority and responsibility to the President and his staff was debated;
  - we agreed that the Board's major role was policy-making and that the mission and values; statement for the college provided the umbrella for all policies;
  - however, it was less clear, to what extent the Board should, could or would be involved in setting policies at other levels within the institution;
  - as a result, the Board requested that a resource paper be prepared as a guideline for the Board's policy-making role;
  - during the year that followed, a Board committee set about to define the Board's role in governing policy-making.

- The first part of the material that Glenys and I are presenting here today is the background information to our Board's resource paper. It draws heavily from American sources as very little has been written in the context of Canadian colleges or universities. However, the principles have been adapted to reflect the Canadian college context in particular.
- Prior to presenting this paper at a Canadian national college conference, every community college across Canada was invited to review and critique the preliminary version. Many boards offered thoughtful advice as well as positive feedback.
- In talking with trustees from colleges across Canada and the US, I have come to the conclusion that our Board is not much different from any other college board, and that the do's and don'ts of policy-making continue to be a popular topic at board development workshops.

PERSPECTIVE

- As we discuss the role of boards in policy-making, there are many differences among colleges to consider: for example
  - mandate *(agriculture, health, engineering)*; some have narrower or more specific focus
  - age or maturity;
  - size
  - governance structure *(there is no perfect model)*

AGE

- In Canada, some vocational and technical institutes go back as far as early 1900's (OLD'S) but most community colleges came into being in the 1960's. Some exceptions:
  - the Newfoundland restructured community college system is just over 8 years old
  - Arctic College in Northwest Territories is 7 years old
  - La Cité Collégiale in Ontario has been in operation barely 3 years

- Similarly, in America during the 60's, there were about 650 2-year colleges (then known as junior colleges). That number is now nearly tripled. Vicennes University (Indiana, 2 year college) was founded in 1801, Santa Barbara City College (California) in 1909, Jefferson Community College in 1968, and one of the most recently established single, independent colleges is Heart of the Ozarks Technical College, (Missouri), in 1991.

SIZE STAFF, STUDENTS

- just over 200 full-time and 400 part-time students in Labrador Community; and over 7,000 full-time, 41,000 part-times students at Vancouver Community College
- similarly, of the single, independent colleges, John A. Gupton (Tennessee) has 53 Full Time Equivalents, while City College of San Francisco has F.T.E. enrolment of 34,000.

DIVERSITY OF GOVERNANCE STRUCTURES

- compositions range from as few as 8 members (British Columbia, California), to as many as 17 (Ontario)
- Ontario: 17 members, 12 are external members, 4 are internal members (staff and student), plus President as full-voting board member.
- appointed by political bodies, elected at large representing specific trustee areas, or various combinations of appointment/election
- terms range from 3-years to "trustee-for-life"
- membership often includes students, non-voting (Foothill-De Anza, Calif.), or voting (Ontario, Monroe, N.Y.)
- the President may be voting member, non-voting member or not a member at all
- Nova Scotia has just moved to decentralized governance through autonomous boards
- New Brunswick's provincial government plays the major role in the governance of its community colleges
- some boards meet 3 times a year, while others meet more than 20 times a year.

Trustees from these institutions with such diverse demography and structures will discuss the same issues differently and arrive at different results/conclusions.

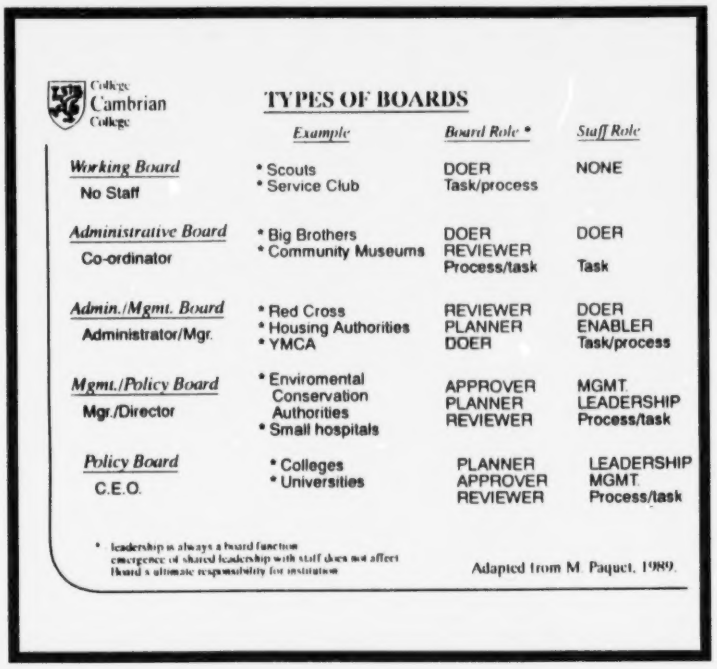
While different in many ways, colleges have at least one major thing in common. They are being looked to as agents of social and economic change. Across Canada they have become vehicles for labour market adjustment policies as well as for economic restructuring, both of which are important to the process of economic and social adjustment. Colleges have earned their rank in the economic order of our country. And yes, we do make a difference!

As you know, there are several factors which will influence the college's ability to be effective as agents of social and economic change:

- administrative resources and practices
- linkages with community, industry, business
- government support
- and governance

- *competent governance is more important than ever for organizations that wish to be visionary and mission driven*

TYPES OF BOARDS (from M. Paquet, 1989)



College Cambrian College

TYPES OF BOARDS

	Example	*Board Role* *	*Staff Role*
Working Board No Staff	• Scouts • Service Club	DOER Task/process	NONE
Administrative Board Co-ordinator	• Big Brothers • Community Museums	DOER REVIEWER Process/task	DOER Task
Admin./Mgmt. Board Administrator/Mgr.	• Red Cross • Housing Authorities • YMCA	REVIEWER PLANNER DOER	DOER ENABLER Task/process
Mgmt./Policy Board Mgr./Director	• Enviromental Conservation Authorities • Small hospitals	APPROVER PLANNER REVIEWER	MGMT. LEADERSHIP Process/task
Policy Board C.E.O.	• Colleges • Universities	PLANNER APPROVER REVIEWER	LEADERSHIP MGMT. Process/task

* leadership is always a board function
emergence of shared leadership with staff does not affect
Board's ultimate responsibility for institution

Adapted from M. Paquet, 1989.

- With the diversity of organizational structures, can there be an ideal governance model for all?
- organizations are <u>not</u> all alike
  - it is important to recognize the differences and acknowledge how they impact upon trustee's roles and that of the staff

<u>Working Board</u> (Volunteer)

- no full-time staff
- doers, emphasis on task
- service or social club, where trustees do the actual work to be performed
- Scouts/Guides; Golden Age Clubs; some self-help groups; community symphony/orchestra group

<u>Administrative Board</u>

- part-time or full-time coordinator
- primarily doers and reviewers, task focus
- primarily concerned with doing wide variety of administrative, program and operational tasks, as well as setting priorities for and reviewing work done by staff or by new committees
- community museum; larger performing arts company; local Big Brothers chapter

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Administrative/Management Board

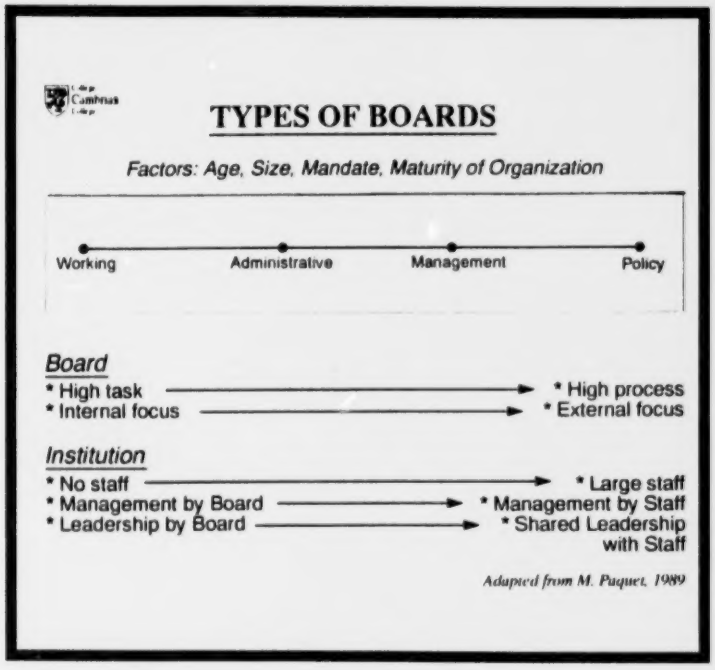
- full-time manager on staff whose work is reviewed and who seeks advice on management processes
- internal focus, concerned with developing and applying management processes (directing, planning, organizing, monitoring, controlling and evaluating) to work being done by staff and new or established Board committees
- local Red Cross chapter; small-medium school boards; housing authorities; chambers of commerce; YMCA

Management/Policy Board

- full-time director of the organization manages
- internal focus
- less "doing" by the Board -- more approving, planning and reviewing work done by staff, setting up or refining processes by which this work is done and reported to the Board
- small hospitals, colleges, universities; large school boards

Policy Board

- chief executive officer provides leadership
- future-oriented
- more "governance" than "management
- more "external" than "internal" focus
- concerned with broad strategic planning, approving key governance policies, and reviewing reports and recommendations of staff and committees on key aspects of organization health.
- medium/large hospitals, colleges, universities



- Boards are <u>not</u> all alike
- Boards do <u>not</u> always stay the same, but most have fairly predictable development pattern
- no hard and fast rules about how, when or why boards move along an organizational development continuum
  - factors that may accelerate movement: age, size, complexity, history, mandate and/or maturity of organization; calibre, experience and depth of staff
- becoming a "policy board" is not the ultimate aim
  - that is, very young organizations may function optimally at another level for a period of time
  - very small organizations may function optimally at another level indefinitely
- leadership is <u>always a board function</u>
  - emergence of shared leadership with staff does not affect Board's ultimate responsibility for institution
- take a few minutes to reflect upon where your college might be situated along this line
  - most would be policy boards eg. Ontario, possible exception: La Cité Collégiale as it is very young.
  - where would you rank colleges without boards such as those linked directly to the government.

CHARACTERISTICS OF EFFECTIVE POLICY BOARDS

(Marion Paquet)

- Trustees know the job
  - why they were recruited -- pre-recruitment interviews
  - what is expected of them -- local and provincial/state guidelines
  - what the college is trying to achieve -- highlights and challenges facing the college
  - how they can help

- Trustees do the job
  - have motivation and skill to do the work
  - get the work done without hassles
  - fairly even distribution of effort among members
  - each supporting one another

- Trustees work in effective partnership with staff through President
  - through their work, they contribute to building an effective organization in collaboration with staff through President

(J.D. Carver)

- *Leverage and efficiency*: by getting hold of the most fundamental elements of organization, the board can affect many issues with less effort. However high-flown their intentions, boards have only so much time available, often measurable in hours per year.

- *Expertise*: Some boards focus their recruiting more on skills that match those of staff than those of governance. Governing by policies requires none of the specialities and can often be done better without them.

- *Fundamentals*: When all the material a board might deal with is sifted and sorted, the real heart of the matter is the body of policies those materials represent. Boards that govern by attending directly to policies are more certain to address that which has enduring importance. Dealing so directly with the fundamentals has a compelling legitimacy.

- *Vision and inspiration*: Dreaming is not only permissible for leaders, it is obligatory. Dealing meticulously with the trees rather than the forest can be satisfying, but it neither fuels vision nor inspires.

POLICY BOARD RESPONSIBILITIES

- may vary with age, size, maturity, history, mandate, cohesiveness of board; knowledge, skill & experience of staff

For medium- to large-sized college such as Cambrian (more than 7000 full-time students, 1000 staff), it is the Board's responsibility to:

- ensure the establishment, implementation and periodic review of the college's purpose or mission

- set the rate of progress which the college will undertake in achieving its purpose or mission *(too many or few programs)*

- provide continuity for the governance and management of the college's affairs

- confirm the college's identity within the community

- **advocacy through local congressmen, senators, labour councils and federations, chambers of commerce, professional organizations, etc.**

TO BE EFFECTIVE, POLICY BOARDS REQUIRE...

- **investment of time and energy in developing, refining and building on at least four processes:**
  - ***trustee recruitment and professional development process (quality of members)***
    - **essential for Board continuity and building upon a base of leadership. Processes must enable identification of needs, recruitment, orientation, training and development and evaluation to ensure steady and stable growth and development of the Board**
  - ***meeting process***
    - **essential for organizational effectiveness**
    - **ensure effective chair, well planned meetings attended by the right people and produce desired outcomes in the least amount of time**
  - ***planning process***
    - **essential for establishing college mission, setting a "rate of progress" for achievement of mission through planning annual goals and objectives, providing for continuity of the Board and staff, establishing budgets and future financial growth targets, and deciding on advocacy activities**
  - ***and in particular, today's topic, policy development and establishment process***
    - **essential for longer-term growth, stability and continuity. Moving beyond making month-to-month or annual decisions to establishing policies to guide the longer-term development and stability of college**

GOVERNING POLICIES... (Downey, U. of BC)

Cambrian College

HOW ACADEMICS VIEW POLICY

1. *"Policy is an expression of general purpose or a desired state of affairs in dealing with a matter of concern."*
   (James Anderson)

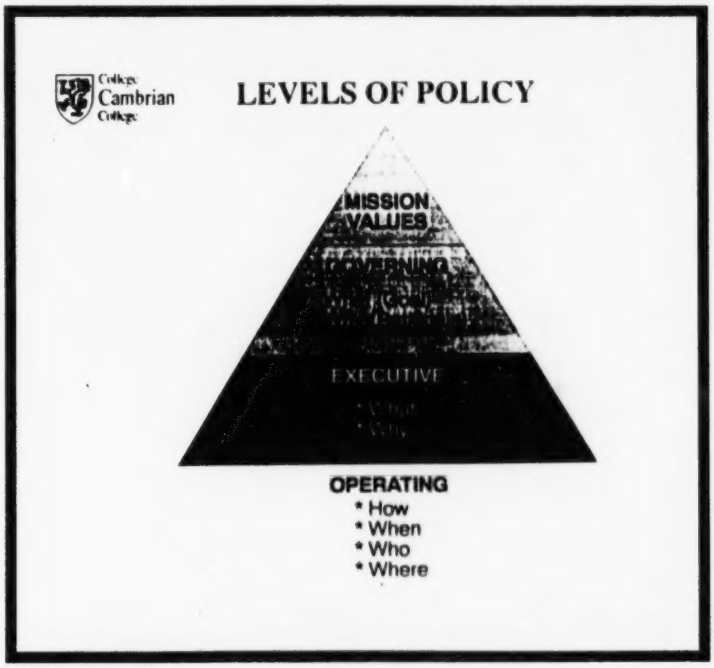
2. *A policy is a principle for action, a clear value choice that an organization makes for itself. A policy reduces ambiguity, increases uniformity, promotes orderly conduct, and facilitates evaluation.*
   (paraphrase of Edward S. Hickcox)

3. *"Policy is a label for a field of past, current, and potential governmental activity and involvement."*
   (conventional wisdom)

4. *"Policy is an authoritative determination, by a governing authority, of a society's intents and priorities and an authoritative allocation of resources to those intents and priorities. Policy also is an authoritative guideline to institutions governed by the authority (and persons who work in them) as to what their intents are to be and how they are to set out to achieve them."*
   (Lorne W. Downey)

- are the primary instrument of governance
- they must be future-oriented - above the day-to-day operations, above the pressures and crises of the moment
- policies determine the direction and operations of the college
  - serve to keep the system focussed in a predetermined direction by setting goals and expectations for staff
  - save time and energy of Board by covering related issues in one large-scale policy
  - serve as basis for review, reporting and accountability
- provide a framework for decision-making and for adapting to change
- provide continuity in governance - remain in place even when membership changes
- cause Board to operate as corporate body - in the absence of policy, members act as individuals on single decision
- serve as communication devices
- policies are <u>not</u> programs - they are higher-level statements of intent which set the broad guidelines for program development to be carried out by professional staff
  - example, Cambrian has more than 50 programs at various stages of development/delivery at any given time: feasibility, development, pending approval, approved but not implemented, etc.
- policies are not mechanisms for focusing blame ...

<u>LEVELS OF POLICY</u>



- Board of Governors has final responsibility for policy governing all aspects of college's affairs: programs, students, staff, facilities and funds

- there are levels of policy appropriate to each aspect of the institutions affairs and to each of the two responsible bodies: the Board and the administration

- it is Board's responsibility to set the appropriate level of policy at which it will operate, thus providing the guidance necessary for policy-making by administrators

- The Board usually develops policy that states what results are desired (goals) and why (rationale); the development of implementation policy and/or accompanying procedures is usually delegated to the President.

- The President and senior staff develop policy that flows from governing policy by either:
  a) developing operating policy (implementation procedures)

  OR

  b) developing executive policy by which goals and/or operating policies relating to the governing policy are set for other areas of the college. The development of accompanying procedures might also be delegated to other staff groups.

- a word about language: GOVERNING, EXECUTIVE, OPERATING

  - policies are "decisions or statements that guide other decisions" at <u>any</u> level
  - this is about J.D. Carver's perspective about policy-making:

    > *"The Board's job differs from staff jobs...by levels within topics...This approach recognizes and legitimizes that everybody, not just the board, makes policy. Every clerk and janitor, by her or his actions, is making implicit policy at all times. It is inescapable that everyone does so, though the policies made are of vastly differing sizes. What is important is that all policies that live in the organization be consonant with the broader policies enunciated by the governing leadership."*

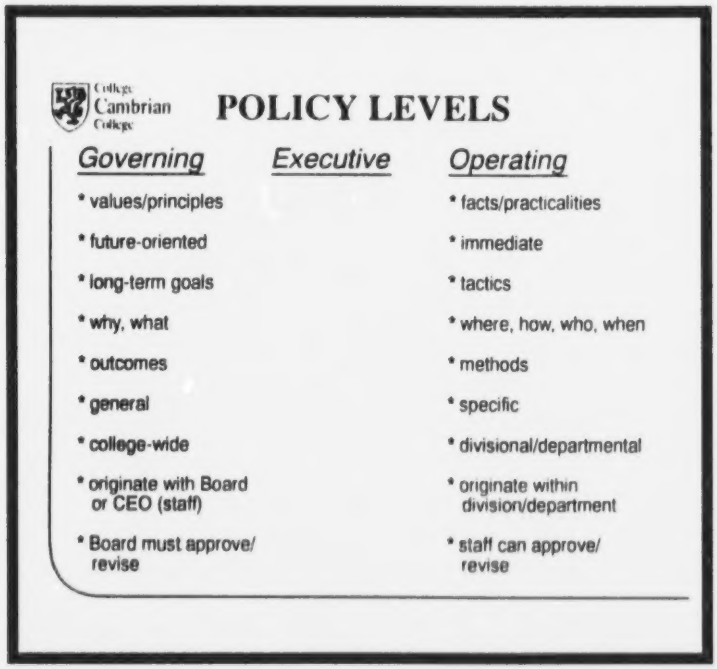
  - a concern that is often expressed is that there is likely to be confusion about the Board's role if everything is called policy
  - equal confusion about levels of responsibility if everything other than Board policy is called "procedures"

  - get downto or respond to staff or public in language, What is your policy on this?"

<u>A CLOSER LOOK AT POLICY LEVELS:</u>

- many Boards are familiar with 2 levels of policy: usually referred to as Policy and Operating Procedures

  - this framework becomes an over-simplified model as organizations become larger, more complex
  - Executive Policy level is required to describe policy-making authority that has been delegated by Board to President



Governing Policy

- fundamental issues of mission, programs and services
- typically involving questions of institutional direction, values, priorities, and principles that guide other decisions
  - either initiated by the Board or by staff through the President
  - approved by the Board
- British Columbia's Kwantlen College defines Board policy as follows:
  "A broad statement of principles that is designed to serve as a guide to action by the board of Trustees or its agents, and it does not contain within it the conditions of its applicability. It is a guide for discretionary action by Administrators. If a policy statement leaves no room for discretion, it is not policy."

Executive Policy

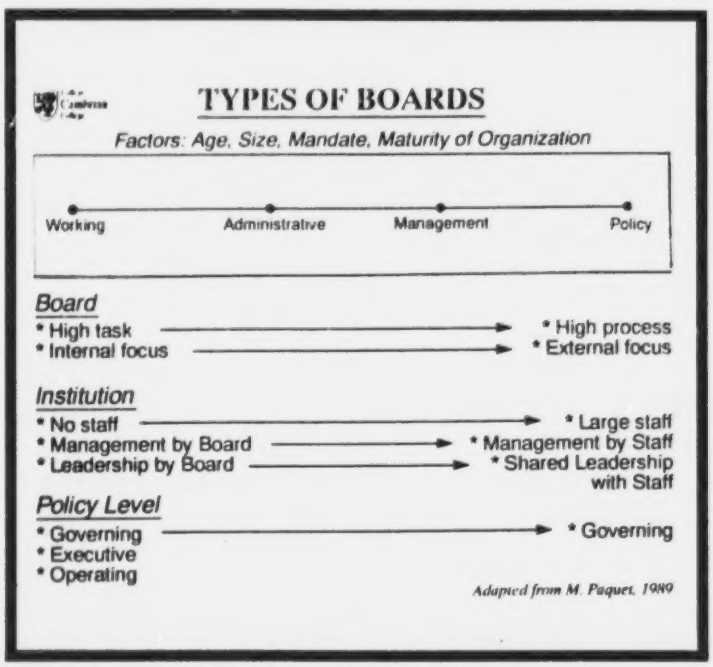
- the grey area for several colleges
- those policies of human, financial and physical resource management
- typically involve questions of primary clientele, types of services, delivery systems
- may focus on the relationship of programs and departments to overall mission
- concerns of major functional operations, such as planning, budgeting, finance, marketing and personnel.
  - usually developed by staff and approved by the college's executive officers in response to governing policy
  - sometimes approved by the Board

- it is often useful for Boards to be well-informed of executive policy issues

Operating Policy (Procedures, Rules, Regulations)

- decisions that govern day-to-day practices
- mechanisms and procedures to handle routine transactions and normal operations
- matters of form, process, method, and application of other policies/regulations that guide or prescribe everyday conduct
  - usually developed by staff and approved by the college's executive officers in response to executive policy
  - seldom reviewed by the Board
  - at Vancouver Community College, the Board's practice is to "never" review Operating Policy (this is expected of the President)

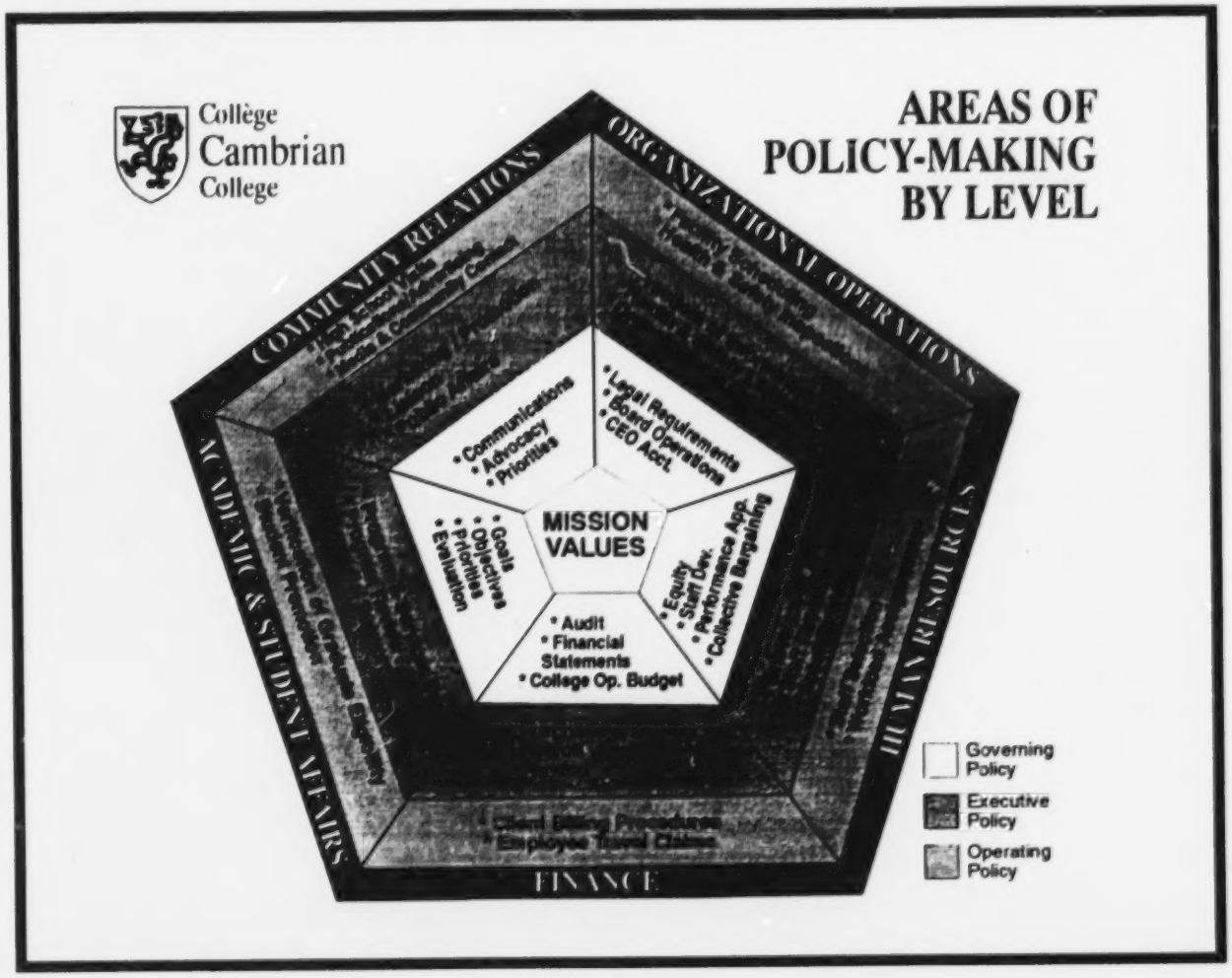
POLICY LEVEL BY TYPE OF BOARD



- note that the optimal policy level at which the Board operates can be determined by the type of Board
  - to the extreme left of the continuum, the Board would operate at all three levels
  - a policy board would operate at the governing policy level

AREAS OF POLICY-MAKING

Examples as per chart


Collège Cambrian College
AREAS OF POLICY-MAKING BY LEVEL
COMMUNITY RELATIONS
ORGANIZATIONAL OPERATIONS
ACADEMIC & STUDENT AFFAIRS
HUMAN RESOURCES
FINANCE
MISSION VALUES
• Communications • Advocacy • Priorities
• Legal Requirements • Board Operations • CEO Acct.
• Goals • Objectives • Priorities • Evaluation
• Equity • Staff Dev. • Performance App. • Collective Bargaining
• Audit • Financial Statements • College Op. Budget
Governing Policy
Executive Policy
Operating Policy

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EXAMPLES OF POLICY-MAKING

College Cambrian College

POLICY LEVELS - EXAMPLES

ISSUE	GOVERNING	EXECUTIVE	OPERATING
Staff Development	* assist individuals to respond to rapid changes in program curriculum, instructional technologies, administrative systems/functions * establish Staff Development Committee with Coordinator * amount equal to 1 1/3% of all full-time salaries will be budgeted	* staff development committee membership * terms of reference * eligibility * reimbursements	* committee meeting schedule * application processing * information distribution * reimbursement procedure
Expense Reimbursement	* all staff to be reimbursed for reasonable expenses relating to conduct of college business	* policies relating to * transportation * accommodation * meal reimbursements * travel advances	* application processing * accounting procedures
Copyright	* under Copyright Act, require that no materials be reproduced for sale without written permission	* written proof of permission must be supplied to Manager of Bookstore or materials will be removed from shelves	* department Chairs will ensure adherence to copyright by ...
Requirements for graduation	* determine grading system * students must maintain GPA of 2.00 with no outstanding "F" grades * may write supplementals	* students whose GPA falls below 2.00 and/or carry failing courses must have Chair's approval before registering in subsequent semester * Promotion Committee will grant privilege of writing supplemental examinations * terms of reference for Promotion Committee	* students whose GPA falls below 2.00 and/or carry failing courses may be required to reduce course load, change to part-time status, or withdraw * Promotion Committee will develop application procedures for supplemental privilege

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GOVERNING POLICY DEVELOPMENT

a) Identification

- policy arises from a concern for
  - quality
  - responsiveness
  - participation
  - costs
  - equity
- When doubt exists as to what is governing, executive or operating policy, it is up to the Board Chair and President to determine which are the policy decisions requiring the attention of the Board.
- While the Board must not delegate its responsibility to make governing policy in fundamental matters, it expects the President through his/her staff to exercise the initiative in formulating policy statements for the Board consideration whenever possible.
- The President's role, as a member of the Board, is to provide the continuity in policy-making.
- The President's position provides the point of contact between the Board and the management.
- The depth of knowledge and experience of professional staff (for instance, knowledge of relevant legislation, collective bargaining agreements, etc.) permits the delegation of policy development from the Board to the administration.
- The President has the duty to provide a context for governing policy formulation by keeping the Board informed about the important issues that will affect the long-term life of the institution.

b) Formulation

- formulation generally entails broad consultation and a search for consensus through forums such as the program advisory committees, academic/college councils, internal and ad hoc committees such as marketing, computer-users, occupational health and safety, etc.
- The administration manages the process and drafts the policy statement.
- Periodically, the President or other executive officers inform the Board of the tenor and direction of discussions. If preferred options emerge, they may also be previewed by the Board.

c) Adoption

- Before voting in favour of a governing policy, the Board's responsibility is to ensure:
  - proposed policy statement meets the policy objectives
  - the process of consultation was suitable
  - the criteria for policy evaluation are appropriate
- However, as stated by Chait & Taylor (1989), "The board should resist the temptation to rewrite policy recommendations.

- Boards are more effective as questioners [and suggestors] than as editors.
  - state the objection
  - articulate the concern
  - offer the suggestion
  - then direct the administration to craft the proper language, either immediately if the Board's reservations are comparatively minor or at another time if qualms are substantial."

d) Implementation

- The Board delegates responsibility for carrying-out governing policy wherever possible

- but it cannot avoid certain tasks and decisions in implementing policy, such as the selection or evaluation of the President

- As a rule, the Board will not be involved in governing policy execution, however, participation in policy implementation can teach a trustee about the nature of the college or improve communication between the board and key internal or external constituencies.

  - With this in mind, individual trustees are invited from time to time to serve on various broad-based committees (operational review, budget advisory committee, think-tanks, college foundation, equity, etc.)

The primary responsibility for implementing governing policy lies with the administration.

e) Review and Evaluation

- The Board ensures that governing policy is monitored on a regular basis, as a means of evaluating the appropriateness and effectiveness of the policy.

- The President and the Board determine an appropriate time frame for a policy's evaluation, usually two or more years.

- In all cases, management should design and conduct the assessment, analyze the results, and suggest any policy changes.

- When the review is undertaken, the President briefs the Board about the policy's intended and unintended consequences.

- For executive policies, the President occasionally reports on the policy's impact. And for operating policies, the President may simply assure the Board that evaluations occur.

CHECKLISTS FOR COMMUNITY COLLEGE TRUSTEE GOVERNING POLICY-MAKING

This document represents the outcome of the Cambrian College Board of Governors workshop, October, 1991. It provides a framework for individual trustee's to analyze the development, establishment and review of their Board's governing policies and for staff in carrying out their related functions. .

a) Adopting New Governing Policy

Yes	No		
☐	☐	1.	Does the proposed governing policy relate to the college's mission?
		2.	Does this governing policy:
☐	☐		. supersede any other?
☐	☐		. closely relate to or resemble another?
☐	☐	3.	Is the need for a governing policy in this area clear to me?
☐	☐	4.	Was the process of consultation suitable?
☐	☐	5.	Were the relevant stakeholders consulted?
		6.	Is the goal/objective of this governing policy:
☐	☐		. responsive to the identified need?
☐	☐		. relevant?
☐	☐		. progressive?
☐	☐		. pro-active?
☐	☐		. future-oriented?
☐	☐		. non-punitive and non-negative?
☐	☐	7.	Have the potential consequences/side effects of this policy been assessed?

8. Each clause or component of the policy:

- ☐ ☐ . is clearly required.
- ☐ ☐ . provides clear guidance on the Board's intent.
- ☐ ☐ . is in logical sequence.
- ☐ ☐ . defines the terms it uses.
- ☐ ☐ . is coherent.
- ☐ ☐ . is consistent.
- ☐ ☐ . is appropriate to the Board's jurisdiction.
- ☐ ☐ . is likely to be interpreted consistently.

☐ ☐ 9. Is the policy statement complete?

☐ ☐ 10. Has a review date been set?

b) Reviewing and Evaluating Existing Governing Policy

Yes	*No*		
☐	☐	1.	Is this a governing policy? If yes, move to No. 4.
☐	☐	2.	If this is not governing policy, is the Board's reason for reviewing this executive or operating policy clear? If yes, proceed to No. 4. If this is not governing policy and the Board's reason for review is not clear, ask for clarification before proceeding any further.
☐	☐	3.	If this is not governing policy and if there is no reason for the Board to review it, should the policy be recategorized as executive or operating policy and be delegated to the President?
☐	☐	4.	Has the policy been used as a guide for decision-making in the past two years?
☐	☐	5.	Has an adequate assessment of the strengths and weaknesses of the policy been provided (including examples of its impact)?
☐	☐	6.	Is it clear to me how the assessment was undertaken?
☐	☐	7.	Was the assessment consultation process suitable?
☐	☐	8.	Were the relevant stakeholders consulted?
☐	☐	9.	Do I have confidence in the assessment data? If yes, proceed. If no, ask for clarification and/or request further assessment data.
☐	☐	10.	Has the policy guided decision-making in the manner intended?
		11.	Has the policy produced the expected:
☐	☐		. outcomes/impact?
☐	☐		. intended consequences?

☐ ☐ 12. Have the unintended consequences/side effects of this policy been assessed?

☐ ☐ 13. Is the continued need for a governing policy in this area clear to me?

14. Should the governing policy:

☐ ☐ . be continued as is; set new review date?

☐ ☐ . be modified/updated for future consideration by the Board?

☐ ☐ . be rescinded?

☐ ☐ . be recategorized as executive or operating policy and delegated to the President?

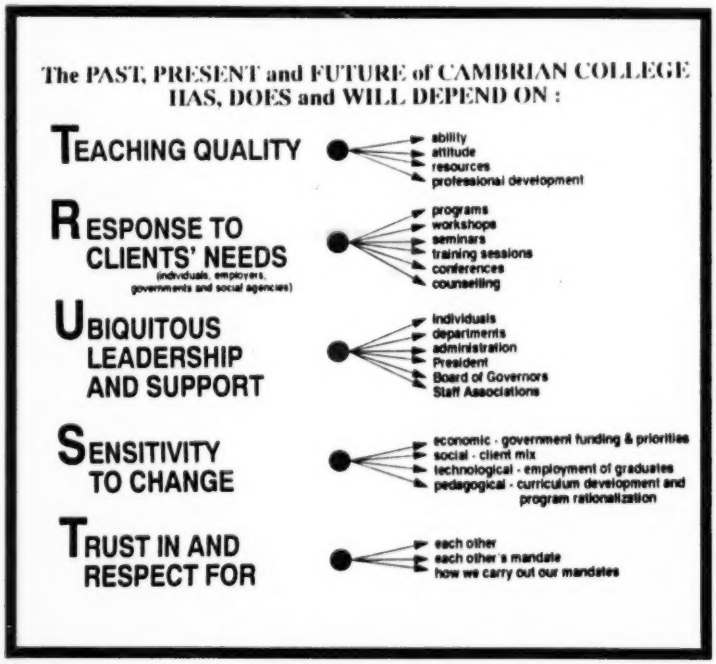
☐ ☐ . be recategorized as executive or operating policy and delegated to the President for future review by the Board?

CONCLUSION

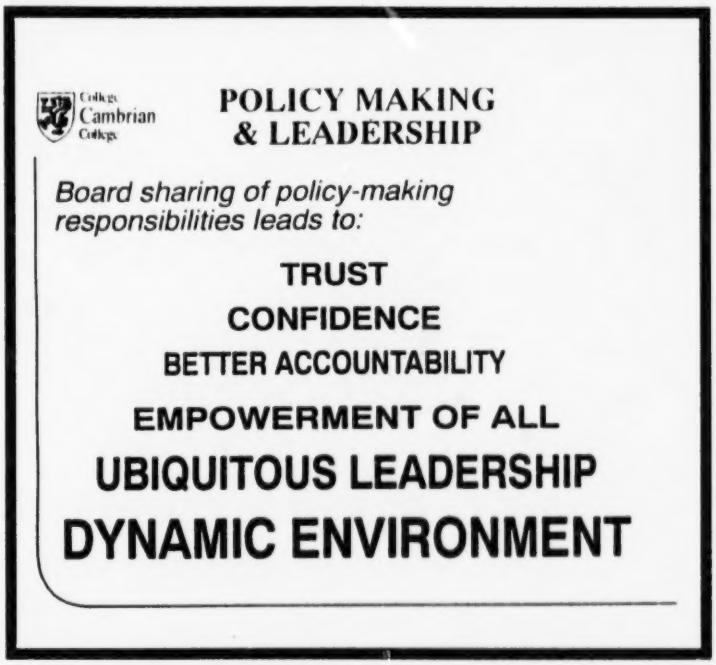
- Discussion and/or approval of policy at various levels is a way in which the Board
  - understands the day-to-day operation of the college
  - is able to fulfil its accountability to the organization's various constituencies for seeing that the stated mission is being realized.

POLICY-MAKING AND LEADERSHIP

- policy-making is articulation of values and principles at all levels of the institution
- this slide shows how Cambrian College operationalizes these values, beliefs and principles



- as a result of Board-sharing of policy-making responsibilities, colleges can expect a synergistic Board-President-Staff relationship characterized by:
  - a high level of trust
  - increased confidence throughout the organization
  - enhanced accountability measures
  - empowerment of all those who strive toward the college's goals
- ultimately resulting in:
  - ubiquitous leadership
  - and a truly dynamic environment



- *Quite recently, we have seen evidence of this in a survey we recently conducted at Cambrian.*
- *A comprehensive planning survey, entitled Strategic Renewal, in which almost all of our staff express support and commitment to our Mission, Values and Objectives statements, a high degree of involvement in decision-making, as well as confidence in the many groups and individuals that provide leadership to the College.*

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